



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

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## **Special Educational Needs and Disabilities (SEND) Policy**

### **Introduction**

This policy was reviewed and updated in line with the January 2015 SEND Code of Practice 0-25 and has been written with reference to the following guidance documents:

- Equality Act 2010
- SEN and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014
- Child Protection Policy
- Teachers' Standards

Inspire academies provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the Trust.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their time with the Trust. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

Our aim is to raise the aspirations of, and expectations for, all pupils with SEND. We provide a focus on outcomes for children and look at how these can be achieved.

This involves:

- Identifying and providing for pupils who have special educational needs and additional needs
- Working within the guidance provided in the SEND Code of Practice 2014
- Providing a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Inclusion Policy
- Providing support and advice for all staff working with pupils with special educational needs

The aims of this policy are:-

- to create an environment that meets the special educational needs of each child;

- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the trust curriculum;
- to recognise that children with special needs are more vulnerable to abuse and exploitation;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

### **Identifying Special Educational Needs**

Children's SEND are generally thought of in the following 4 broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

The purpose of identification is to work out what action we need to take to support the child not to fit him/her into a category.

The following categories are included in the vulnerable children register. These areas may impact on progress and attainment but are not SEND:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### **Educational inclusion**

In our Trust we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our Trust community. Through appropriate curricular provision, we respect the fact that children: -

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:-

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;

- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Differentiation of lessons.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if: -

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

In our trust the SENDCO:-

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff.

### **Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

In deciding whether to make special educational provision, the teacher and the SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality formative assessment.

For higher levels of need, arrangements are in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes early discussions with pupils and parents. It is then considered whether relevant support can be provided by adapting our normal practice or whether something different or additional is required. When it is decided that a pupil does have SEND, this is recorded on the SEND register and an individual file is created. The parents are informed that special educational provision is being made and are invited to attend annual reviews.

### **Managing Pupils' Need on the SEND Register**

In line with the Local Authority, our academies have two levels of SEND; SEN Support and children with an Education Health Care Plan (EHCP)

- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place. Under the graduated approach, a four-part cycle (Assess, Plan, Do, Review) earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
- Support Plans for all children on the SEND register children are written termly by the class teachers outlining the desired outcome for the child. These are shared with the parents by the class teacher termly. Provision maps are then created by the SENCO detailing the support, in addition to normal classroom practice, that is given to the child.
- Progress of SEND children is discussed during annual review meetings. These are chaired by the SENCO and involve the class teacher/TA, parents and any other agencies that are involved.
- Where a pupil continues to make less than expected progress, despite receiving interventions that are matched to the pupil's area of need, we will seek the support of a specialist. This could include (but is not limited to): educational psychologists, CYPS, SALT, occupational therapists, physiotherapists. Referrals are completed by the SENCO in consultation with the class teacher and parents.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. In these instances, the SENCO will be the key worker within the school.

### **Procedure for Exiting the Register**

When a child no longer requires SEND provision because outcomes have been achieved and gaps with peers have been closed they will be removed from the SEND register but still closely monitored within school. Parents will be notified of this decision.

### **Supporting Pupils and Families**

Parents who request support or who the school believe would benefit from support will be guided towards the LA's local offer. The school website provides a link to this as well as the school's SEND information report. Information regarding admissions is also available on the school website.

Access arrangements are made by the SENCO when pupils with SEND require additional support to access statutory assessments.

### **Supporting Pupils in School with Medical Conditions**

*See the Trust policy on managing pupils with medical conditions.*

Inspire academies recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

## **The Monitoring and Evaluation of SEND**

The SENCO and SLT are responsible for the monitoring and evaluation of SEND through weekly book scrutinies, observations, regular drop ins, termly data analysis which leads to intervention, Support Plan analysis and pupil progress meetings. Subject leaders also monitor the provision for SEND within their areas. Pupil views and parent views with a focus on SEND are carried out once a year. Termly meetings between the SENCO and the SEN governor take place to update on developments within the school.

## **Training and Resources**

Staff questionnaires are completed annually to assess the training needs of all staff. The SENCO then seeks to provide this training either internally or externally. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCO regularly attends the LA SENCO network meeting and all other relevant training in order to keep up to date with local and national updates in SEND.

## **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The board ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other providers, when appropriate, and report annually to parents on the success of the trust's policy for children with special educational needs.

The governing body has identified a governor to have specific oversight of the trust's provision for pupils with special educational needs. The 'responsible person' in this trust is the Headteacher. The Headteacher ensures that all those who teach a pupil with an EHCP are aware of the nature of this plan.

The SEN governor ensures that all governors are aware of the trust's SEN provision, including the deployment of funding, equipment and personnel.

## **Allocation of resources**

Teachers will lead the delivery of an intervention programme for special needs provision within their class supported by a Teaching Assistant, including the provision for children with an Education Health Care Plan.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and TA assess and monitor the children's progress.

The SENDCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the trust. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal Education Health Care Plan. The needs and views of the parent and child are considered paramount in this.

### **Access to the curriculum**

All children regardless of disability, gender or race have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:-

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. For some children the use of the outside learning environment will enhance their learning opportunities.

School Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the trust. By using PIVAT's, we ensure that children experience success and make accelerated progress. All children at School Support or with an Education Health Care Plan have a support plan.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. All TAs working with these children have a copy of the child's support plan and weekly planning sheets written by the class teacher to ensure continuity and progression. TAs feedback the children's learning to Teachers by annotating the support plan/weekly plan.

### **Monitoring and evaluation**

All staff evaluate the children through ongoing assessment using a range of materials. The SENDCO monitors the movement of children within the SEN system in trust. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the trust.

The SENDCO can offer support for teachers involved in drawing up Support Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the trust in this area.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.